

# **FLACS Regional Exams Checkpoints A & B**

**Item Writing Workshop  
October 2015**



# **FLACS REGIONAL EXAMS 2016 -**

## **Format**

### **Checkpoint A**

Part I: Speaking (30 pts)

Part 2: Listening (30 pts)\*

Part 3: Reading (20 pts)

Part 4: Writing (20 pts)

### **Checkpoint B**

Part I: Speaking (24 pts)

Part 2: Listening (26 pts)

Part 3: Reading (30 pts)

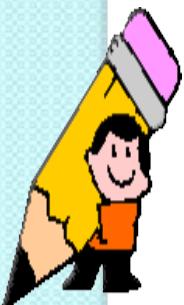
Part 4: Writing (20 pts)\*



# Changes - what is new in 2016?



- **Checkpoint A—Listening Part 2 C** will still have five questions; however there will be no more picture strips. Students will answer multiple questions (2 or 3) based on a single listening passage and a visual prompt. Students will be encouraged to take notes during Part 2C and the questions will be more in line with the Common Core Learning Standards.
- **Checkpoint B - Writing**: There will no longer be a picture story option.



# History of Recent Changes

## 2011-2012

*Checkpoint A* - Increased writing word count to 50 words

*Checkpoints A & B* - Created the optional recorded Part 2

## 2012-2013

*Checkpoint A* - Eliminated the informal speaking (Part 1a)  
- Reduced the speaking tasks from 4 to 3

*Checkpoints A & B* - Modernized and updated the speaking tasks

## 2014-2015

*Checkpoint A; Part 1* - Speaking scoring (restored 0-1-2 grading)

*Checkpoints A & B* - Reduced number of required listening items (Part 2)

*Checkpoints A & B* - Introduction of the mandatory Read to Write Common Core task (Part 4) expository or persuasive tasks, informed by reading sources.

# Standards/Content

**Item writers and test editors establish the content, skills, knowledge and performance standards for these exams using the following documents as guidelines:**

- The New York State Standards for World Languages (WL)
- The National Standards —  
World Readiness Standards for Learning Languages
- The Themes for World Languages in the 21<sup>st</sup> Century  
(based on the Topics from the Modern Language Syllabus, IB and AP Themes)
- Can Do Statements (ACTFL)

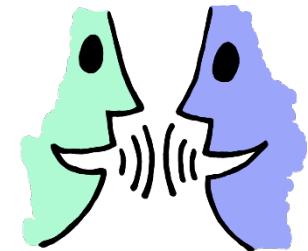
**Themes for World Languages in the 21<sup>st</sup> Century**  
**(updated: January 28, 2015)**

<b><i>Personal ID/Social Relationships</i></b>		<b><i>Communication/Science Technology</i></b>	
Biographical Data/Personal Descriptions		Physical Environment	
Family Life		Climate/Weather	
Celebrations		Food/Nutrition	
Social Events		Technology	
Meal Taking/Nutrition		Media	
Educational Systems		Internet & Communication/Cell Phone	
House & Home/Chores		<b><i>Comparison of my community with community of target culture</i></b>	
Leisure			
Social Customs		<b><i>The Arts</i></b>	
Volunteerism		Current Events	
Social Media		Fashion & Design	
<b><i>Comparison of my community with community of target culture</i></b>		Architecture	C
		Literature	C
		Visual & Performing Arts	
<b><i>Global Awareness</i></b>		Music	
Health & Welfare		Pop Culture	
Environmental Issues		<b><i>Comparison of my community with community of target culture</i></b>	
Food/Nutrition			
Current Events		<b><i>Contemporary Life</i></b>	
Language & National Identities		Education/Careers	
Government & Politics	C	Travel/Lodging	
Geography		Transportation	
Historical Events & Figures	C	Leisure	
Volunteerism		Community/Neighborhood	
Global Challenges & Economic Issues	C	Current Events	
<b><i>Comparison of my community with community of target culture</i></b>		Shopping	
		Food/Nutrition	
		<b><i>Comparison of my community with community of target culture</i></b>	

# Speaking Tasks...

The Checkpoint A speaking component is based on three tasks:

- Socializing/Expressing Feelings
- Providing and Obtaining Information
- Persuasion



## Sample Checkpoint A Task:

[Student initiates] I am your friend. You cannot attend the final game of the season because you are sick. Tell me how you feel about this. You start the conversation. (*expressing feelings*)

## Sample Checkpoint B Task:

[Teacher initiates] You are in (country). I am travel agent. We are discussing a weekend trip that you will be taking. I will start the conversation.

You can also join us in revising and adding new speaking tasks...Go to:

<http://tinyurl.com/speakingtasksflacs>

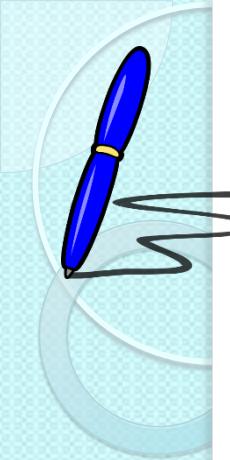
# Multiple Choice - Listening and Reading Comprehension Items



Listening and Reading Test items are the building blocks of the exams.

Multiple Choice test items are composed of three parts:

- A stem (the question)
- A correct answer (The correct answer must be 100% correct, 100% of the time)
- Multiple (3) distracters (incorrect responses)



# Writing Multiple Choice Items – It's not as easy as you would think...

- 1. Be sure to choose appropriate content (refer to Themes/Topic Sheet)**
- 2. Content should be at an appropriate level of difficulty**
- 3. Be sure question does not rely on one word**
- 4. Checkpoint A - question and 4 options**
- 5. Checkpoint B - question and 4 options *or* a sentence fragment with four options to complete**
- 6. Do not use negatives in the question or options (no lists)**
- 7. Make sure the options are all a similar length**
- 8. The options should be viable answers**
- 9. The options may not grammatically incorrect**
- 10. Students should not be able to answer the question solely by reading the question and the options (they need to rely on the text)**
- 11. Place repeated words in the stem, not in the options**
- 12. Use culturally appropriate content**

# Stems...What makes a good stem?

- Students who know the content should be able to answer the question before reading any of the alternatives.
- It avoids clues to the correct answer
- It avoids the use of a negative (*i.e. Which activity is not listed?*)
- It avoids “*all of the above*” and “*none of the above*”
- **It emphasizes higher level thinking**



# Distracters... a few suggestions

- Designing plausible distracters is the most challenging aspect of multiple choice item writing
- A good distracter is one that may be chosen by low achievers, but probably not by high achievers
- The distracters are clearly not the correct answer once the best answer is selected
- All distracters should be similar in length and format (i.e. verbs, infinitives, statements) to the correct choice

# Distracters... what to avoid



- Do not have more than one answer that is possibly correct
- Do not make correct answer noticeably shorter or longer than the distracters
- Do not use copyrighted material. Public domain content like newspaper/internet articles and ads are permissible (indicate your source whenever possible)

# Things to Remember



## **Please be mindful of the students' ability level**

Students throughout the state participate in this consortium. Review Checkpoint A and/or Checkpoint B standards (and the ACTFL performance guidelines for Novice through Intermediate Levels). The vocabulary and grammatical structures should challenge students, but not be out of the reach of the average student who would take the test.

## **Please include the complete original documents**

Please scan and send the magazine article, newspaper ad, etc. with a reference to the name and date of the source. This pertains to both reading and listening passages when applicable.



# Let's take a moment to talk about Item Writing and the Common Core

- Do we want our items to ask students to demonstrate they know what one word means? Or do we want them to show us they can make context clues and inferences?
- We need to create items based on culturally suitable sources that are appropriate to the level of our students, address WL standards *and* the common core standards for listening and reading

# What is happening in ELA?

## Understanding ELA Sample Multiple Choice Questions

- Multiple-choice questions are designed to assess CCLS reading standards.
- They will ask students to identify different aspects of a given text including central idea, style elements, character and plot development, and vocabulary.
- Multiple-choice questions will assess reading standards in a range of ways.
- Some will ask students to identify aspects of text or vocabulary.
- Many questions will require students to combine skills. For example, questions may ask students to identify a small piece of text that best supports the central idea. To answer correctly, a student must first comprehend the central idea and then show understanding of how that idea is supported.
- Students will also be required to negotiate plausible, text-based distractors.
- Each distractor will be drawn from the text and require students to truly comprehend what they have read in order to discern the correct response.

## **How Educators Can Use the Item Writing Guidelines to Design Assessments or Modify Instruction (Engage NY—CCSS)**

- The Item Writing Guidelines can also serve as a helpful tool as educators develop assessment items and instructional activities. In order to ensure that assessment items and instructional activities align with the CCSS, they must adhere to the following for all items, while additional, format-specific guidelines apply to multiple-choice and constructed-response items:
  - The item should focus primarily on one learning standard.
  - The focus of the problem or topic should be stated clearly and concisely.
  - Include problems that come from a real-world context or problems that make use of multiple representations.
  - The item should be written with terminology, vocabulary and sentence structure kept as simple as possible. The item should be free of irrelevant or unnecessary detail.
  - The item should not contain clues that are extraneous to the correct answer.
  - The item should assess student understanding of the standards by requiring responses that show evidence of comprehension, application, analysis, synthesis, and/or evaluation.
  - The item should require work rather than just recall.  
The stimulus should provide information/data that is accurate.
  - Items may be broken into multiple parts that may be labeled *a*, *b*, *c*, etc.
  - Symbolism as presented in the core curriculum and on previous examinations should be used consistently.

# Item Writing FLACS Regional Exams

## Checkpoint A Exams

Part 2a Listening Comprehension: The passage is in the target language; the question is in English. One multiple-choice question for each passage; 5 questions in this section.

Part 2b Listening Comprehension: The passage is in the target language; the question is also in the target language. One multiple-choice question for each passage; 5 questions in this section.

Part 2c Listening Comprehension: The passage is in the target language and there is a visual prompt; the questions and answers are in English. Multiple (2 or 3) questions will be associated with each passage/visual; 5 questions in this section.

Part 3a Reading Comprehension: Short reading passages or authentic document of similar size; one multiple-choice question for each selection. The questions are in English; 6 questions in this section. Please send the original(s) rather than copies.

Part 3b Reading Comprehension: Short reading passages or authentic document of similar size; one multiple-choice question for each selection. The questions are in the target language; 4 questions in this section. Please send the original(s) whenever possible.

# Item Writing FLACS Regional Exams

## Checkpoint B Exams

Part 2a Listening Comprehension: The passage is in the target language; the question is in English. One multiple-choice question for each passage; 8 questions in this section.

Part 2b Listening Comprehension: The passage is in the target language; the question is also in the target language. One multiple-choice question for each passage; 5 questions in this section.

Part 3a Reading Comprehension: Long reading passage; five multiple-choice questions based on the reading. The questions are in the target language; 5 questions in this section. Please send the original(s) rather than copies (passages in the 200 - 400 word range).

Part 3b Reading Comprehension: Short reading passages or authentic document of similar size; one multiple-choice question for each selection. The questions are in English; 5 questions in this section. Please send the original(s) rather than copies.

Part 3c Reading Comprehension: Long reading passage; five multiple-choice questions based on the reading. The questions are in English; 5 questions in this section. Please send the original(s) rather than copies (passages in the 200 - 400 word range).

# What are some of the CCLS for Listening?

- Confirm understanding of information presented orally or through other media by asking and answering questions about key details
- Paraphrase or summarize portions of information presented in diverse media and formats
- Analyze the purpose of information presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.



# Listening Comprehension

## Setting in English

Passage in Target Language

Question following passage (for the teacher to read aloud).

Question following passage (repeat for the student).

Same question followed by 4 choices

choice 1 (correct option for items submitted)

choice 2

choice 3

choice 4

# Sample Listening Item (2A and 2B)

You are talking to your friend in (country) on Skype. She is describing her house to you. She says:

I have a big room. There is a bed, two dressers, and a desk. I also have a television and a DVD player. I can do my homework at my desk and I use my laptop to help me finish my assignments. My mom makes me do my homework before we eat dinner. I love that my room is decorated in my favorite colors: purple and pink. I could spend all day in here!

What room is being described?

- 1 – the bedroom
- 2 – the living room
- 3 – the kitchen
- 4 – the dining room

# Sample Listening Item ~ Enhanced Script

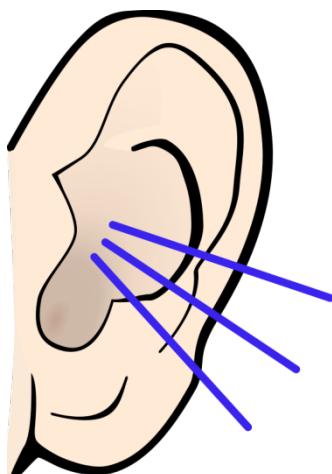
You are talking to your Jane in (country) on Skype. She is describing her house to you. She says:

We are lucky to live in a nice home. I have my own bedroom and I got to decorate it in my favorite colors, purple and pink. It is quiet, no one bothers me while I am working on my homework. I do my written assignments at my desk and I lie on my bed to do my reading. It is the perfect room.

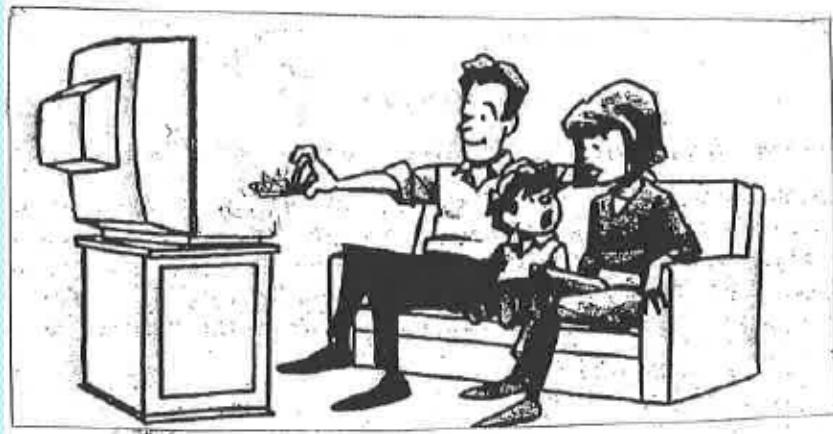
Now.... how would you write a better question.....

# Checkpoint A Listening

What will part 2C look like  
on the 2016 FLACS Exam?



**TDC:** We always watch our favorite TV show together as a family. My father always wants to see what other shows there are and he changes the channel all the time. My mother and I want to watch a comedy and we don't like watching commercials. We want to take the remote away from my father. It can be a problem.



Notes (optional):

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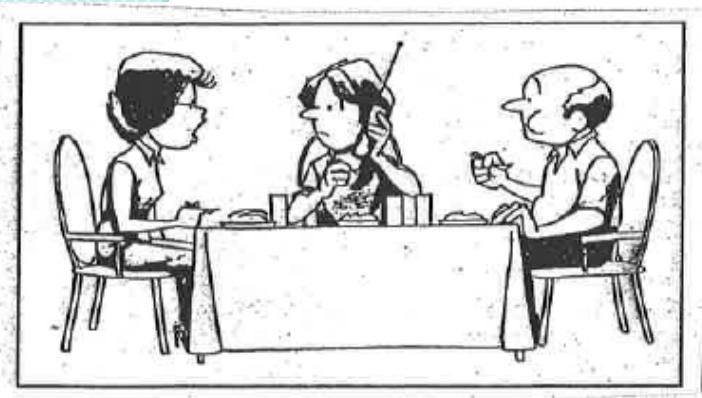
1. What can you infer from this passage?

- |                                 |  |
|---------------------------------|--|
| (1) The family needs a new TV   | (3) The remote control doesn't work            |
| (2) There are no shows to watch | (4) The son and the mother have similar tastes |

2. What is the main idea of this passage?

- |   |   |
|---|---|
| (1) Watching TV is bad for your health        | (3) Family members need to compromise sometimes   |
| (2) Families need to spend more time together | (4) Remote controls are useful to solve TV issues |

**TDC:** My parents don't like it when I talk on the cell phone during dinner. They tell me that if I use the phone one more time during dinner they are going to take it away from me. My mother says it interferes with our meal. I want to talk to them about it more. My mother tells me to call her later on her cell phone to discuss it.



## Notes (optional):

**TDC:** It was raining so much yesterday. It was really hot out too. It was 90 degrees, so we decided to go outside and have fun in the rain. We danced and sang until we were so tired. Afterwards, my mother told me to come into the house to dry my clothes. She was afraid I might get sick. I want to do that again the next time it rains.



Notes (optional):

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1. What can you infer from this passage?

- |                            |                                  |
|----------------------------|----------------------------------|
| (1) The mother was happy   | (3) The children had a nice time |
| (2) The children were sick | (4) The friends were bored       |

2. What is the main idea of this passage?

- |                                    |                           |
|------------------------------------|---------------------------|
| (1) Bad weather can be fun         | (3) Rain is dangerous     |
| (2) Families should watch the news | (4) Exercise is important |

**TDC:** My dad is the cook in our family. He took many cooking classes so he is a really good chef. My mom works on the computer a lot so at dinner time we help prepare the meal with my father. He usually makes vegetables and meat. I like to cook too. One of my favorite meals that my father prepares is \_\_\_\_\_. Tonight I'm helping him and I'm very hungry, so I can't wait to eat!



Notes (optional):

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1. What does the word “usually” mean in this passage?

- (1) Always
- (3) Alone
- (2) Sometimes
- (4) Rarely

2. What will the person speaking do next?

- (1) Eat dessert
- (3) Go shopping for vegetables
- (2) Work on the computer
- (4) Eat with the family

3. What would be a good title for this passage?

- (1) A Family that Cooks Together
- (3) How to Talk with Your Parents
- (2) Finding a Great Restaurant
- (4) Make Changes in Your Diet

**TDC:** This weekend my friends and I are going to volunteer to help clean up the neighborhood park. We are excited about doing this work because we want our town to have a nice park with a playground for little children. We are picking up garbage, plastic bottles, paper, and other things that should not be thrown on the ground. We will work for 3 hours on Saturday. It is work, but it is fun too.



Notes (optional):

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1. What can you infer from this passage?

- (1) The friends are getting new jobs in town
- (2) The friends are getting ready for a party

- (3) The friends are working three days a week
- (4) The friends are working in a town park

2. What is the main idea of this passage?

- (1) Working in a park is boring
- (2) Towns depend on helping hands

- (3) People should donate clothing to others
- (4) Friends can help with homework on weekends

**TDC:** When I am staying at my cousin's house in \_\_\_\_\_ we eat dinner together every night. I like it because we tell stories about our day and my aunt and uncle make sure we eat something healthy, like vegetables, salad, fish and rice. I usually help clean up the dishes. Sometimes, we help shop and then cook the food together. That is fun too, but I don't always like the same food as my cousins and I am not such a great cook yet, but I am learning. My favorite meal to eat with my family is \_\_\_\_\_.



## Notes (optional):

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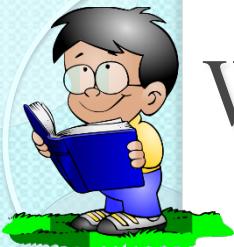
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# What are some of the CCLS for Reading?

- Reading to determine what the text says explicitly, citing textual evidence
- Determine central ideas or themes, with supporting details
- Analysis of how and why individuals, events, or ideas develop and interact
- Assessment of how point of view or purpose shapes the content and style of a text
- Interpretation of words and phrases; analysis of meaning or tone
- Analysis of the structure of texts
- Integration and evaluation of content presented in diverse formats and media
- Evaluation of arguments in a text
- Analysis of how two or more texts address similar themes or topics
- Independent reading and comprehension of complex literary and informational texts

# Reading Comprehension

- For Checkpoint B reading comprehension items, the questions may be phrased as either a complete question or an incomplete statement. (Ex. “The main idea of this selection is....”)
- Please make sure that the actual physical size is appropriate – materials should not be at either extreme. A reading selection should not be so huge that it cannot fit on the test paper and it should not be so small that the text is impossible to read.
- Color: Please make a copy of the selection first to make sure that it will reproduce well in black and white. If the answer depends upon the color of certain parts of the selection, then it will not work.

## ¡Salte a menos SAL!

La sal está escondida en muchas comidas que no sospechamos:  
vegetales, sopas, y frijoles enlatados  
salsas y sazones  
arroz o pasta con sazón en paquetes



Esto significa que probablemente Ud. esta comiendo demasiado, que es malo para su salud.

Siga estos pasos sencillos para reducir la cantidad de sal que Ud. come:



Quite el líquido de frijoles o vegetales enlatados antes de cocinar o comer

Escoja productos sin sal o con menos sal ("low-sodium" o "no salt added")

Haga sus propias salsas y sazones; no use la de los paquetes o botellas

Use hierbas y especies frescas o secas para sazonar sus comidas



# Sample Reading Item

Why would someone be interested in this ad?

- 1-For a healthier diet
- 2-To get salt on sale
- 3-For new recipes
- 4-To find a vegetable store

*25 aprile 2012*

*Ciao Gianna, Sono arrivata a Roma a mezzogiorno. Il viaggio è stato bello, però, ho perduto la mia valigia. Ora devo andare a comprare gonne, scarpe, pantaloni, maglie e anche camicette!*

*A presto,  
Luciana*

Che cosa deve fare Luciana adesso?

- |                       |                          |
|-----------------------|--------------------------|
| (1) fare una gita     | (3) comprare dei vestiti |
| (2) andare a mangiare | (4) cercare francobolli  |



**Yume** ❤️ @Adelinesposito · Feb 14

Il est temps de mettre le nez dans les bouquins



**Didier D-M** @DidierDMjr · Feb 13

@Navymat @RemiDeGrenoble Effectivement à quand le tome II "...,quels sont vos devoirs?" (cf à ceux qui vous accueillent)

[View conversation](#)



**marev** @marev24 · 6h

Je vais commencé à lire le livre



**Monton** @Boinon\_karl · Feb 15

Plus va moins je comprends les maths



[View translation](#)

Which hashtag search word would list these tweets?

(1) #vacation

(2) #sports

(3) #cinema

(4) #homework



#37568910

## TUN SIE ES RECHTZEITIG!

Es ist September, und es ist noch viel zu warm zu schneien. Doch in Gescher sieht man schon den ersten Schnee in der Form von einem schneebedeckten Fahrzeug. Das Autohaus Böwing setzt im Spätsommer auf Schnee als überraschenden Effekt und schickt ihren künstlich beschneiten Firmenwagen durch die Straßen der Stadt. Warum? Die meisten Autofahrer warten immer auf den ersten Schneefall, bevor sie an die Winterreifen denken. Dann ist es manchmal schon zu spät, denn Eis und Schnee auf der Straße können zu einer großen Gefahr werden, wenn man vor dem Wintereinbruch nicht die richtigen Reifen am Auto hat.

Why is this car covered with snow?

- (1)There was an unexpected September snowstorm. (3) It protects the car's finish better.
- (2)It is a new form of environmentally friendly AC. (4) It is an early reminder for drivers.



¿Quieres ayudar a la comunidad?

Para ser bombero es necesario haber cumplido 18 años  
problemas

legales y tener buena salud compatible con el servicio.

Es fácil empezar el proceso: debe ir a la compañía a la que se desea participar (usualmente, la más cercana al domicilio o trabajo).

Una vez aceptado por la compañía a la que deseas ingresar, deberás participar en los cursos que te prepararán para el servicio activo.

Si aún no tienes 18 años, no te desanimes: en muchas compañías existen

brigadas que agrupan a quienes que desean ser bomberos para entrenarlos.

En las brigadas los participantes aprenden a actuar en situaciones de emergencias, pero no participan en los llamados. Sólo al cumplir 18 años, pueden ingresar formalmente a la institución como voluntarios.

Las brigadas son muy importantes para bomberos. Muchos de los bomberos de hoy en compañías y cuerpos se iniciaron en ellas. Ellos aprendieron los métodos necesarios para apagar un fuego o ayudar a la gente que sufren un accidente de automóvil.

¡Te esperamos!

This announcement would interest someone who is interested in...

- (1) becoming a policeman      (3) serving in the military
- (2) joining the fire department (4) volunteering at a homeless shelter.

**Vous n'avez nullement besoin de l'autorisation de vos parents pour faire attention à votre alimentation...même à la table familiale. Voici quatre petits secrets qui vont vous aider, sans vrai régime, à perdre vos kilos superflus. D'abord, buvez deux litres d'eau par jour en dehors des repas. Ensuite, à table, ne reprenez jamais d'un plat, et mangez avec modération la nourriture sucré. Pour maigrir, il faut avant tout...de la volonté. Faites en preuve, toute seule comme une grande!**

This advice is directed to young people who....

- (1) like to dine at new restaurants.
- (2) want to be a profesional chef.
- (3) enjoy cooking.
- (4) want to lose weight.

## I teenager devono dormire di più

Migliaia di studenti delle superiori cominceranno ad andare a scuola alle 10 di mattina in un progetto lanciato dai neuroscienziati dell'Università di Oxford. L'obiettivo è migliorare la loro performance e ad avere voti più alti. Secondo alcuni studi, infatti, l'attenzione degli adolescenti si 'attiva' a partire dalle 9-10 e far arrivare prima i ragazzi negli istituti sarebbe del tutto controproducente.

"La scienza ci dice che i teenager devono dormire di più di mattina", ha dichiarato Colin Espie, il professore che guida l'esperimento, della durata di quattro anni. Secondo i ricercatori, infatti, gli adolescenti sono biologicamente predisposti ad andare a dormire attorno a mezzanotte e ad essere del tutto svegli e attivi solo dopo le 9 di mattina. Il loro 'orologio' interno resta regolato su questi orari fino ai 21 anni per i maschi e i 19 per le femmine.



**studenti in classe**

This article indicates that students perform better in school if they...

- (1) eat well.
- (2) start school earlier.
- (3) start school later.
- (4) play sports.

# Read to Write Tasks

- Based on a reading passage, document, ad, etc.
- Requires students to complete a writing task based on that text.
- Asks students to cite evidence from text.
- Sources will be cited whenever possible
- Bulleted prompts will be provided



You have just returned from a trip to France. Write a well-developed journal entry describing your experience at this event. You may wish to include the following information:

- With whom you went
- When you went
- Why you chose this specific place
- Describe something you may have purchased (and how you paid)
- How you felt while you were there
- Your opinion of this place
- Your plans (if any) to return in the future



You have been asked to write an article for your Spanish language newspaper about the topic shown in the ad. You may wish to include the following information in your article:

- Why the event is taking place
- Why the cause is important
- How you can help with this cause
- What the presenters hope the audience gets from the presentation



**Restaurante  
LA GARLANDA**

A 10 minutos de Barcelona, autovía  
de Castelldefels, km. 16.500  
(al lado de la gasolinera La Pava)

**MENU EJECUTIVO, COMIDA O CENA  
COCINA DE MERCADO**

**ESPECIALISTAS EN BACALAO  
MAS DE CIEN VARIEDADES**

Reservas al teléfono 93 633 19 32 / 93 633 17 46

*Domingos noche cerrado y lunes todo el día*

While studying in Barcelona you went to a restaurant to celebrate a friend's birthday. Write a well developed letter to your pen pal in Columbia describing your experience at the restaurant.

You may wish to include:

- With whom you went
- When you went
- What you ate
- Your opinion of this place (ambiance, food, service)
- Your plans to return to this future

# *Antica Osteria da Andrea nuova apertura*



cucina casereccia    pasta fatta a mano  
carni nazionali ed internazionali alla brace  
pranzo a 13 euro

## *Grancetta di Chiaravalle*

via grancetta n.49, a 200 m. dal casello A14 Ancona Nord  
[anticaosteriadaandrea@virgilio.it](mailto:anticaosteriadaandrea@virgilio.it)      071.741553  
[www.marchedinotte.it/anticaosteriadaandrea](http://www.marchedinotte.it/anticaosteriadaandrea)      333.4801094

Write a well-organized formal letter to the above business asking for information about an event or occasion you wish to plan. You may wish to include questions or information about the following:

- the purpose of the event
- details of cost and services
- with whom you will celebrate
- activities at the event
- specific details about the event
- your personal feelings/hopes



To summarize and review...

# **Starting the item writing process: Find or Create Listening and Reading Comprehension Stimuli**

- Listening passages can also be derived from reading sources
- Reading passages are texts, articles from authentic sources (schedules, tickets from events, travel, advertisements, etc.)
- Long reading passages can be taken from a variety of sources
- Authentic documents = realia



How can we ensure  
cultural accuracy?

# Think of your students...

- Why are you choosing this listening or reading passage or document? Is it based on the goals for the course/student learning objectives?
- Read the passage, document, or article, decide why you selected this item. Is it giving you information about the students' knowledge, skill, ability in the language that is meaningful?
- Create items that you know would be challenging yet appropriate for the level of students you teach

# Checklist for item writing

Item is based on standards/learning objectives	
Addresses one of the topics/Is culturally accurate	
Is written at appropriate level of difficulty	
Answer is not based on one word	
No double negatives	
Options are all same format, length, etc.	
Document is clear, legible and reprints well	
There are no grammatical errors in item	



# Some Sample Documents...



**Song:** 嗨，是哈维先生吗？

**Harvey:** [是的，是我，你一定是宋太太吧？]

**Song:** 对啊，我就是。

**Harvey:** [请坐。我很快就好，我正在给一封信收尾。]

**Song:** 您忙先，真抱歉我来晚了。

**Harvey:** [没事啊，我反正正好有些小事情要办。]

**Song:** 前台通知我你想找我谈谈曼迪？我希望没什么严重的事。

**Harvey:** [嗯今天早上她的班主任打来电话，她很担心她。我跟她的其他老师谈了，她的体育老师杨老师，以及她的家政学老师亚得莉老师。他们都说曼迪最近不在状态。我能问问，家里情况还好吗？]

**Song:** 我不太清楚您指哪些？她在家里一切正常呀。是不是她成绩又下降了？上学其他英语得了个B加，我就帮她请了个家教，一周教她一次。显然她有了些许进步，不过她英语还不是最好的。

**Harvey:** [不是她成绩或是英文的问题。年级组里，曼迪实际上名次非常靠前，说不准哪一天她就名列榜首了。但是她的老师报告说她很多次上课睡着了。他们还说她易怒，好几次冲着老师和其他学生恶言相向。]

**Song:** 她的性格的确有点孤僻。不过我确信，等她今天从小提琴课回来后，我会和她谈一谈，争取找到解决方法。

**Harvey:** [嗯，我在琢磨的是，她睡得够不够？这个年龄的学生应该每晚都要八小时好的休息。]

**Song:** 八小时吗？我觉得差不多吧。我告诉她，她的任务就是好好学习，其他的别管。

**Harvey:** [是的，这个我知道。但是，同时，我觉得重要的是她有自己放松的时间。太多压力和睡眠不足很容易在这个年纪闯祸的。]

**Song:** 是吗？她还小，如果不逼她努力学习，她怎么能考进好大学，读个像医学或法律这样的好专业呢？

**Harvey:** [相信我，宋太太，执教以来，我教了足够多的学生，我知道如果学生不能得到好的休息会导致生病或抑郁。]

**Song:** 嗯，我理解您的意思。我会保证让她适当休息的。我就是想让她发挥她的潜能。

Académies	Zone A Caen, Clermont-Ferrand, Grenoble, Lyon, Montpellier, Nancy-Metz, Nantes, Rennes, Toulouse	Zone B Aix-Marseille, Amiens, Besançon, Dijon, Lille, Limoges, Nice, Orléans-Tours, Poitiers, Reims, Rouen, Strasbourg	Zone C Bordeaux, Créteil, Paris, Versailles
Vacances			

Rentrée  
scolaire  
des élèves

Reprise des cours :  
**mardi 2 septembre 2014**

Vacances  
de la  
Toussaint

Fin des cours : **samedi 18 octobre 2014**  
Reprise des cours : **lundi 3 novembre 2014**

Vacances  
de Noël  
2014

Fin des cours : **samedi 20 décembre 2014**  
Reprise des cours : **lundi 5 janvier 2015**

Vacances  
d'hiver  
2015

Fin des cours : <b>samedi 7 février</b>	Fin des cours : <b>samedi 21 février</b>	Fin des cours : <b>samedi 14 février</b>
Reprise des cours : <b>lundi 23 février</b>	Reprise des cours : <b>lundi 9 mars</b>	Reprise des cours : <b>lundi 2 mars</b>

Vacances  
de  
printemps

Fin des cours : <b>samedi 11 avril</b>	Fin des cours : <b>samedi 25 avril</b>	Fin des cours : <b>samedi 18 avril</b>
Reprise des cours : <b>lundi 27 avril</b>	Reprise des cours : <b>lundi 11 mai</b>	Reprise des cours : <b>lundi 4 mai</b>

Vacances  
d'été

Fin des cours : **samedi 4 juillet**



## Paul Durand-Ruel, le pari de l'impressionnisme

Note des offinautes : ★★★★☆ (22 votes) » [Rédiger un avis](#) «

Le musée du Luxembourg présente **Paul Durand-Ruel, le pari de l'impressionnisme**, une exposition consacrée au plus grand marchand d'art du XIXe siècle, découvreur des Impressionnistes et inventeur du marché de l'art moderne.

Quatre-vingts chefs-d'œuvre de l'impressionnisme (Manet, Renoir et Monet) retracent le moment où une avant-garde artistique accède à la reconnaissance internationale sous l'impulsion d'un marchand passionné.

Lieu : [Musée du Luxembourg](#)

Sous-Rubrique : [Beaux-Arts](#)

Date de début : 9 octobre 2014

Date de fin : 8 février 2015

[Voir les horaires et tarifs](#)

J'aime 2   Tweeter 14

+1 1



» [Voir les photos](#) «  
» [Voir la vidéo](#) «



## Garry Winogrand

Note des offinautes : ★★★★☆ (10 votes) » [Rédiger un avis](#) «

Le Jeu de Paume présente une rétrospective du travail de **Garry Winogrand** (1928-1984).

Grand photographe américain de l'Amérique de l'après-guerre, il est encore mal connu tant il a laissé de travail à accomplir (au moment de sa mort prématurée) dans l'archivage, le développement et le tirage de ses photographies. C'est l'un des maîtres de la photographie de rue américaine, au même titre que Walker Evans, Robert Frank, Lee Friedlander ou William Klein.



» [Voir les photos](#) «

Lieu : [Jeu de Paume](#)

Sous-Rubrique : [Photographie](#)

Date de début : 14 octobre 2014

Date de fin : 8 février 2015

[Voir les horaires et tarifs](#)

J'aime 7   Tweeter 0

+1 0

→ € Informations pratiques

Photos (10)

Avis

### Horaires et tarifs

Date de début : 9 octobre 2014 Date de fin : 8 février 2015

Programmation : Tous les jours (sauf 1er mai et 25 décembre / 24 et 31 décembre 10h-18h) 10h-19h, lundi et vendredi jusqu'à 22h, samedi et dimanche 9h-20h. Fermé, caisses 45 mn avt

Tarifs : entrée 12€, tarif réduit 7,50€, gratuit -16 ans.

### Comment s'y rendre ?



### Horaires et tarifs

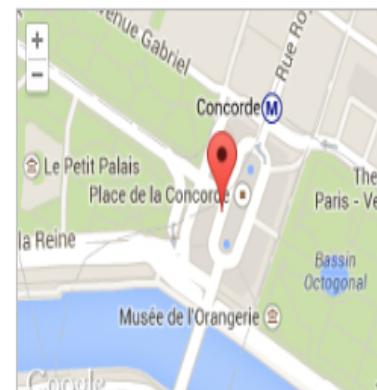
Date de début : 14 octobre 2014 Date de fin : 8 février 2015

Programmation : Tous les jours (sauf lundi, 1er janvier, 1er mai et 25 décembre) 11h-19h, nocturne mardi jusqu'à 21h

Tarifs : entrée 10€, tarif réduit 7,50€.

Réserver

### Comment s'y rendre ?



### Jeu de Paume

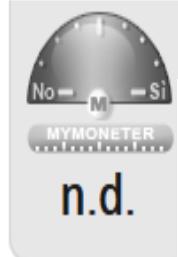
Adresse : 1 place de la Concorde

75008 Paris 8e

Métro : Concorde (1/8/12)

[Site web](#) [Offrir](#) [Avis](#) [Expositions et musées](#)

Drammatico, 100 min.



## Dove eravamo rimasti

Demme trova in un'ottima Meryl Streep l'interprete giusta per far funzionare una storia già vista innumerevoli volte sul grande schermo.



Meryl Streep

Una famiglia imperfetta.

Regia di Jonathan Demme. Con Meryl Streep, Mamie Gummer, Rick Springfield, Kevin Kline, Audra McDonald. [continua»](#)  
 Genere Drammatico, Ratings: Kids+13, produzione USA, 2015. Durata 100 minuti circa. Da giovedì 10 settembre 2015 al cinema e in programmazione in 221 sale cinematografiche.

Rick è la front woman di una band rock che entusiasma un non foltissimo pubblico di appassionati. Non è più giovanissima e ha lasciato da molti anni il marito e i tre figli per inseguire il suo sogno musicale. La brusca rottura del matrimonio della figlia Julie la spinge a tornare a casa'cioè a raggiungere l'ex marito che vive con la nuova compagna

in una lussuosa villa. L'incontro con l'ormai cresciuta prole avrà luci ed ombre.

oggi al cinema

Alhambra Roma	16:30 18:30 20:30 22:30	2D
Andromeda Roma	16:15 18:40 20:40 22:40	2D
Barberini Roma	16:30 18:30 20:30 22:30	2D
Barberini Roma Versione originale	22:30	2D
Cineland Roma	16:00 18:10 20:20 22:30	2D
Eurcine Multisala Roma	16:00 18:10 20:20 22:30	2D
Giulio Cesare Roma	16:00 18:10 20:20 22:30	2D
Madison Roma	16:30 18:40 20:50 22:45	2D
Multisala Lux Roma	14:00 16:00 18:00 20:00 22:00	2D
Multisala Lux Roma Versione originale	22:15	2D

## GLOBAL REPORT - NEL DETTAGLIO

### LA FACCIA DELLA RAPIDITÀ

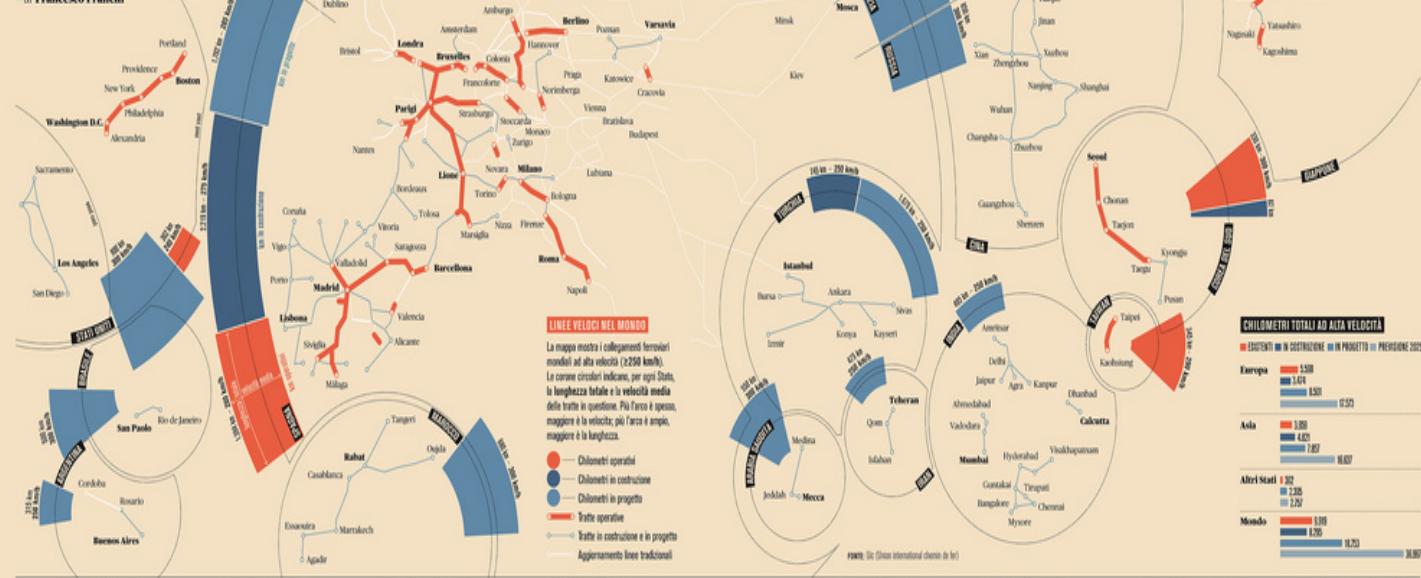
Alcuni esempi di treni ad alta velocità attualmente operativi. Per ciascuno è indicata il Paese, il nome, l'anno di entrata in servizio e la velocità massima.



# Più veloce dell'aereo

Il Giappone progettava le prime linee rapide già negli anni Cinquanta. Oggi i binari jet nel mondo sono quasi 10 mila km. Ma nel 2025 saranno il triplo e ruberanno i passeggeri al cielo

di Francesco Franchi



1956 Il Giappone progetta una linea veloce (250 km/h) tra Tokyo e Osaka. Viene inaugurata nel 1964

1970 Inizia i lavori per la Dirittiaria tra Roma e Firenze. L'intera tratta è ultimata nel 1992

1976 La Sncf francese lascia il progetto di linea veloce Parigi-Lione. Entra in funzione nel 1981

1991 Primi InterCityExpress in Germania: Hanover-Würzburg e Mainz-Stoccarda

1992 Doveta opera la linea tra Madrid e Sagrada, prima tratta dell'alta velocità in Spagna

1999 In Giappone il treno Maglev (a levitazione magnetica) tocca in un test la velocità record di 552 km/h

2000 Negli Usa inizia a funzionare il collegamento veloce tra New York, Washington e Boston

2008 La Cina inaugura la linea Pechino-Taipei: 128 km in 25 minuti. In Italia aprirà la Tav Milano-Bologna

38% è l'aumento degli investimenti cinesi per l'alta velocità nel primo semestre 2008

→ mijas → trh mijas  
28 alojamientos

## TRH Mijas ★★★★ Oferta inteligente

Tamisa, 2, 29650 Mijas (a 0.4km del centro de la ciudad) [Mostrar mapa](#)  Compartir

€147

€ 130

Oferta inteligente

Incluido: 10% IVA

Este encantador hotel de estilo andaluz se encuentra entre la playa y las montañas y cuenta con piscina al aire libre, pista de tenis y sauna. Todas las habitaciones ofrecen vistas a las montañas, al mar o a la piscina.

El Hotel TRH Mijas está rodeado de atractivos patios andaluces, con las típicas fuentes y jardines. Junto a la piscina hay una terraza enorme con tumbonas.

El hotel cuenta con bar y restaurante de cocina mediterránea. También hay una gran variedad de bares y restaurantes en el centro de Mijas, situado a 5 minutos a pie.

El salón de belleza del Hotel TRH Mijas ofrece tratamientos de belleza y masajes. En la recepción 24 horas se ofrece servicio de alquiler de coches y se organizan visitas guiadas por la zona. El hotel dispone de habitaciones adaptadas oficialmente para personas de movilidad reducida.

Los autobuses urbanos paran a solo 100 metros del hotel y ofrecen acceso directo al resto de la Costa del Sol. Fuengirola se encuentra a 7,5 km, mientras que Málaga está a 30 km.

¡Hablamos tu idioma! Habitaciones del hotel: 204, Cadena hotelera: TRH Hoteles.

Precio para 2 noches

€ 80

Incluido: 10% IVA

## Hostal Mari Carmen ★

Gravina, 10, 29640 Fuengirola (a 2.6km del centro de la ciudad) [Mostrar mapa](#)  Compartir

Este agradable establecimiento se encuentra a 15 minutos a pie de las playas de Los Boliches y Las Gaviotas. Dispone de habitaciones luminosas y confortables con aire acondicionado, y ofrece tratamientos de masaje.

Las habitaciones del Hostal Mari Carmen presentan una atractiva decoración de tonos pastel. Todas las habitaciones incluyen TV y baño privado con ducha y artículos de aseo gratuitos, y algunas de ellas también ofrecen una terraza.

Los huéspedes disponen de varios bares, restaurantes y tiendas a 15 minutos a pie del establecimiento. El centro de Fuengirola se encuentra a 3 km.

El Hostal Mari Carmen ofrece servicios de información turística y tratamientos de masaje que incluyen reflexología y envolturas corporales. El castillo de Sohail, el zoológico Bioparc y la plaza de toros de Fuengirola se encuentran a 10 minutos en coche.

El centro de Málaga está a menos de 30 minutos en coche, y el aeropuerto de Málaga se encuentra a 22 km.

Habitaciones del hotel: 10

## Sinopsis

Película no recomendada a menores de 16 años.

Ambientada en 1980, cuenta la historia de Juan (Javier Gutiérrez) y Pedro (Raúl Arévalo), dos policías ideológicamente opuestos que trabajan en el departamento de homicidios de Madrid y que, como sanción, son destinados a un pequeño pueblo en las marismas del Guadalquivir. Allí tratarán de resolver el caso de dos adolescentes desaparecidas durante las fiestas del pueblo.

Los agentes deberán dejar de lado sus diferencias para resolver un misterio en el que nada es lo que parece. Una investigación que a los aldeanos no les parece interesar, pues el pueblo vive anclado en el pasado y las mujeres están menospreciadas.

Thriller dirigido por Alberto Rodríguez (*Grupo 7*), escrito por Rafael Cobos (*Grupo 7*) y protagonizado por Raúl Arévalo (*Los amantes pasajeros*), y Javier Gutiérrez (*Zipi y Zape y el club de la canica*), en el que participan también los actores Antonio de la Torre (*Caniba*) y Nerea Barros (*El Tiempo entre costuras*), entre otros.

Distribuidora	Warner Bros Pictures España	Anécdotas	3 Anécdotas
Año de producción	2013	Taquilla España	-
Estreno en VOD	-	Presupuesto	-
<a href="#"> Abrir</a>			

**Please feel free to submit listening or reading items for the FLACS Exams.**

**It can also be a Read to Write Task or a 2cCC item.**

[Link for FLACS Exams](#)